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ABSTRACT

This study reports on a pilot study of a public speaking class in which problem-based learning and service-learning were combined in a freshman engagement course. The paper describes how the two elements were combined and provides assessments that used the University of California-Berkeley Service-Learning Attitudinal Survey, narrative responses from students, and a discussion of the challenges in developing and teaching such a course. Contains 16 references and 5 charts of data. Appendixes contain a sample problem, exercises for critical thinking, and objectives and means of assessment for the course. (Author/RS)

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Running Head: PROBLEM-BASED SERVICE-LEARNING AND PUBLIC SPEAKING

Problem-Based Service-Learning: A Pilot Study in Public Speaking

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Abstract

This study reports on a pilot study of a public speaking class in which problem-based learning and service-learning were combined in a freshman engagement course. The paper describes how the two elements were combined and provides assessments that used the University of California-Berkeley Service-Learning Attitudinal Survey, narrative responses from students, and a discussion of the challenges in developing and teaching such a course.

Problem-Based Service-Learning: A Pilot Study in Public Speaking

> My experience leads me to believe that the main distinction between those who participate fully in their communities and those who withdraw into private life doesn't rest in the active citizens' grasp of complex issues, or their innate moral strength. Instead, those who get involved view their place in the world very differently. They have learned specific lessons about approaching social change: that they don't need to wait for the perfect circumstances, the perfect cause, or the perfect level of knowledge to take a stand; that they can proceed step by step, so that they don't get overwhelmed before they start. They savor the journey of engagement and draw strength from its challenges. Taking the long view, they come to trust that the fruits of their efforts will ripple outward, in ways they can rarely anticipate (Loeb, 2001, p. 8).

In the fall of 2001, I wanted the students in my introductory public speaking class at the University of Portland to begin college on a journey of engagement that would involve them in their community and that would challenge them. I was asked to pilot a service-learning course for incoming freshman. In this paper, I will recount the genesis of the course, explain the theoretical foundation for incorporating problem-based service-learning, describe the course itself and research questions I investigated, report results, and finally reflect on the lessons learned from the experience. Our conclusion is that, while we were unable to make significant changes in student attitudes in the short time of one semester, we were able to teach the normal content of the course while accomplishing the goals of problem-based servicelearning, and we imparted in the students a desire to continue service-based learning experiences.

Genesis of the Course

Five strands wove together to create this course: the University of Portland's mission, the desire to experiment with a freshman engagement course, service learning, problem-based learning, and cooperative argumentation. In this section, I will relate how these threads came together.

The University of Portland's mission embraces teaching, faith, and service. While our students volunteer in large numbers, incorporation of service-learning remains spotty. With the help of a grant from Campus Compact, we decided to pilot a service-learning class at the freshman level. Since I had experimented with service learning in several of my other classes, and since I had taught in the freshman seminar program, I was asked to pilot this course.

About the same time as this initiative went forward, University of Portland also undertook revising the core curriculum (general educational requirements). Much discussion surrounded a new freshman engagement course that might be taught by anyone participating in the core. Some sentiment existed that service-learning might be a requirement of the course, but a number of faculty felt that service-learning would not mesh well with the content of their courses. Problem-based learning was suggested as a better fit. After attending a Lily Conference (June, 2001) that included a workshop on problem-based learning, I thought incorporating problem-based learning would add value to our pilot study.

Finally, our public speaking class (CST 107) has been evolving in recent years to emphasize cooperative argumentation. In addition to fundamentals of speech, the course now included "cooperative argumentation" as part of course content. The next section

will describe the course philosophy and how problem-based learning and service-learning were addressed in the course design.

Course Philosophy

Problem-Based Learning

In problem-based learning (PBL), a conflict or puzzle provides stimulus for learning (Gordon, 2000). Consistent with a constructivist view of learning, PBL assumes that the learner will make meaning from new information by fitting it with previously held constructs and by testing the compatibility of these new understandings with those of others (Gijselaers, 1996, p. 14)). For the purposes of this class, I wrote seven problems using guidelines of problem-based learning. Major & Eck (2000) maintain that PBL problems should be compelling and based on real situations; they often have more than one right answer. Students work in teams to define the nature of the problem, to determine what resources they need and to find viable solutions (Major & Eck, 2000). Duch & Allen (1996) identify the following characteristics of good problems:

1. An effective problem must first engage students' interest and motivate them to probe for deeper understanding of the concepts being introduced. It should relate the subject to the real world, so that students have a stake in solving the problem.
2. Good problems require students to make decisions or judgements based on facts, information, logic, and /or rationalization. Students should be required to justify all decisions and reasoning based on the principles being learned. Problems should require students to define what assumptions are needed and

why), what information is relevant, and/or what steps or procedures are required in order to solve them.

3. Cooperation from all members of the student group should be necessary in order to effectively work through a good problem.
4. The initial questions in the problem should have one or more of the following characteristics so that all students in the groups are initially drawn into a discussion of the topic.
    - Open-ended, not limited to one correct answer
    - Connected to previously learned knowledge
    - Controversial issues that will elicit diverse opinions

(Duch & Allen, 1996, p. 25)

During the planning stages for the course, I consulted with the head of volunteer services and identified service sites that would complement the course. I had checked with the registrar's office to find out majors of incoming students. Using majors and potential service sites, I developed eight "problems" around which students would coalesce. For an example of one of these problems, see Appendix A. The second day of class, students were asked to choose a problem on which to work and a service site that related to their problem, so for example, a student choosing the education problem might tutor in an elementary school. Speech topics would grow out of the context of the problem and explore a variety of issues connected with the overarching problem. In addition to real life experience, students were also required to do academic research. In the last round of speeches, participants were to address the problem as a panel from various viewpoints that they had researched throughout the semester.

Service Learning

Service-learning is a type of experiential education in which students participate in service but also gain further understanding of course content through reflection on the experience. Ideally, "service added to learning adds value to each and transforms both" (Porter & Poulsen, 1989). Some advocates of service-learning argue that service-learning should directly target social change (Morton, 1995). Others are less demanding. As Leeds argues,

> "It may be that the most important thing that a particular student with the most sophisticated understanding of dialectics and class conflict can learn through a service experience is how to relate, respectfully and helpfully, with another human being. It may conversely be that the most proficient and caring tutor will benefit from understanding a larger context of work in literacy and the impact of class on education. In an educational setting, either of these lessons is legitimate and needed (Leeds, 1999, p. 119).

Creating social change was not the primary goal of CST 107, but rather engaging students in civic responsibility. For CST 107, speech topics were related to the overarching problem and to service sites. As Belenky pointed out, one way of knowing is through scholarly research; another way of knowing is through experience. It was the hope that participation in service would engage students in civic responsibility and provide insight into topic areas that might not otherwise be available.

As I developed the service component of the course, I was guided by the National Service-Learning Cooperative's Eleven Essential Elements of Effective Service Learning

Practice. These are divided into three clusters. The clusters are described below.

Cluster I: Learning

1. Effective service-learning establishes clear educational goals that require the application of concepts, content and skills from the academic disciplines and involves students in the construction of their own knowledge.
2. In effective service-learning, students are engaged in tasks that challenge and stretch them cognitively and developmentally..
3. In effective service-learning, assessment is used as a way to enhance student learning as well as to document and evaluate how well students have met content and skills standards.

Cluster II: Service

4. Students are engaged in service tasks that have clear goals, meet genuine needs in the community and have significant consequences for themselves and others.
5. Service-learning activities employ formative evaluation of the service effort and its outcomes.

Cluster III: Critical Components that Support Learning and Service

6. Effective service-learning seeks to maximize student voice in selecting, designing, implementing and evaluating the service project.
7. Effective service-learning values diversity through its participants, its practice and its outcomes.
8. Effective service-learning promotes communication and interaction with the community and encourages partnerships and collaborations.

9. Students are prepared for all aspects of their service work including a clear understanding of task and role, the skills and information required by the task, awareness of safety precautions, as well as knowledge about the sensitivity to the people with whom they will be working.
10. Student reflections take place before, during and after service, uses multiple methods that encourage critical thinking, and is a central force in the design and fulfillment of curricular objectives.
11. Multiple methods are designed to acknowledge, celebrate and further validate student's service work.

(http://www.newhorizons.org/strategies/service_learning/front_service.htm)

Course Assignments

In order to achieve the goals of the three clusters mentioned, above, a variety of written and oral assignments were employed. They were designed to prepare students for their speeches and reflect on their service activity.

Speeches.

For their introductory speech, students were to select a controversial issue that related to their problem and find an artifact, i.e. a short speech, a commentary, a web page or a short article about the issue. Using information from their text, *Cooperative Argumentation* (2001), students were to present a content, empathic, and critical analysis of the artifact. The purpose of the assignment was to get students up speaking early in the semester and for them to demonstrate knowledge of their text and the ability to apply fundamental principles of speech organization. As suggested in Cluster I, this was a task designed to stretch them cognitively and developmentally.

The second speech was an informative speech that related to their service learning site or larger problem. For example, students interested in the homeless problem, and who were volunteering at a homeless shelter, might discuss causes of family homelessness, youth homelessness, the relationship of alcoholism or drug addiction to homelessness or the shortage of affordable housing. The speech allowed students to incorporate some of their experiences as one form of evidence, hence addressing both Cluster I and II.

In the third speech, students persuaded their audience towards action related to their problem or service assignment, e.g. the homeless "village" should be allowed to live on city property, or towards passive agreement, e.g. there should be tougher laws on vagrancy. In advancing the cause of their service site, it was hoped that the students would help address needs of the community in which they served, thereby addressing Cluster II.

The final persuasive speech was presented as part of a panel that addressed the problem distributed at the beginning of the semester. The speech was to be richly textured with evidence from scholarly articles, as well as service experience, and used the Monroe Motivated Sequence as an organizing pattern. The audience was one designated by the problem: a legislative committee, a school board, or a city council. When the panel was finished presenting, classmates, in the persona of that audience, asked questions. All of the speeches were a means of achieving Cluster III which brings critical thinking to bear on problems. Cluster III was further enhanced by reflections students did throughout the semester.

Reflections

Students reflected on their experience in several formats. First, a number of essays were due throughout the semester, most of which had a connection to their service assignment (see Appendix B.) In addition, class time was used for students who were involved in solving the same problem to discuss what they were learning. During other class periods, ungraded reflections were also employed. At the end of the semester, students wrote evaluations of their experience. Hence, the criteria in Cluster III, Critical Components that Support Learning and Service were addressed.

Assessment

Quantitative Measures

This aspect of assessment involved six sections of Public Speaking: four sections of the regular public speaking class and two sections of the pilot problem-based service-learning (PBSL) class. Of the four regular sections, two were taught by a male associate professor, and two were taught by a female adjunct professor. The PBSL class was taught by a female associate professor. All sections shared the same objectives for the public speaking dimensions of the course (see Appendix C).

Three research questions were addressed:

1. Did students' values in the PBSL sections change from beginning to end of course?
2. Was there a significant difference among students from different sections?
3. Did they, in fact, learn public speaking?

The first question tried to assess whether classes with the service learning component made any difference in student values. Previous research (Sax & Astin, 1997) suggests that service learning influences academic, career, ethical, social, personal, and civic engagement. The second question tried to ascertain if any differences existed among

classes with and without the PBSL in students' values at the end of their course. The third question roughly measured whether some of the public speaking goals of the course were met.

Methodology

To assess whether students' values changed from the beginning to the end of the course, a pre and post questionnaire was administered using the University of California-Berkeley Service-Learning Attitudinal Survey (http://www-gse.berkeley.edu/research/slc/evaluation.html). This survey includes scales that tap into the following dimensions (parenthetical numbers indicate the reliability for each measure): academic development (.67), civic responsibility (.79), career development (.77), and empowerment (.55). The survey was also used to compare students across sections.

The PBSL included no exams over course material. As a rough measure of public speaking goals, students, at the front and back ends of the class, were given the task: "Describe the steps you would take to develop a speech." Clearly, the task does not tap into performance issues of Public Speaking, but it did provide a crude measure of growth from the start of the course to the end of the course.

Results

The first research question asked if there was a significant difference in attitude among students in the PBSL sections. Using a t-test, no significant difference appeared between pre and post test in the PBSL section on the overall attitude scale ($t=-.386 < .701$) or among any of the subscales.

The second question asked if there was a significant difference among the students from different sections. Comparing posttest results from the three instructors with the total SL attitude survey (reliability.85), no significant difference appeared, although the PBSL sections scored higher (x= 113) than the regular classes (x=111). One subscale, empowerment, produced a significant difference (f=3.52; <.03). Following up, the post hoc Tukey test showed that the PBSL sections scored higher than the regular sections on empowerment.

The third question asked students to describe the steps they would take in putting together a speech. Results were content-analyzed by two coders. A list of steps was culled from Lukas (2001). Each coder analyzed responses and results were compared. When a discrepancy occurred, coders conferred and came to a joint decision. Results of a paired t-test indicated a significant difference between the pretest given at the start of the semester for the PBSL sections and the post-test given at the end of the semester (t=6.538 <.0001).

Discussion of quantitative results

The students in the PBSL sections did not exhibit a significant difference in attitudes from the beginning of the semester to the end. Several reasons may account for this. First, scores with respect to attitudes were fairly high at the start. Consequently, a threshold effect may have occurred, such that students could not be expected to go considerably higher. Given the mission of the University of Portland, we attract students who already exhibit the attitudes that the scale measures, A noticeable increase in these attitudes may not be realistic. An alternative explanation is that the service experiences themselves were not profound enough to generate change.

With respect to the second question, "Was there a significant different among sections with and without PBSL," no change was found among the total scores. Empowerment was one area where the PBSL section scored higher. Theoretically, we would hope that engaging in a community experience would facilitate students' sense that they can affect problems in society, and perhaps the higher score in this area reflects that outcome. Public speaking classes often address social and political problems. The service dimension may have brought home the reality that we influence some of these problems.

Finally, in the very rough measure that related to course content, students showed significant growth in their knowledge of how to put a speech together. Clearly, a more efficacious measure would be recorded speeches from the beginning of the semester contrasted with the end.

Qualitative Measures

Narrative Responses from Students

Student were asked four questions about the course:

1. To what extent did your participation in PBSL contribute to your speech topics?
2. To what extent, if at all, did your participation in the service-learning component meet your expectations?
3. What have you learned about yourself or others since becoming involved in the service-learning component of this course?
4. What suggestions, if any, do you have for improving the service-learning component of this course?
5. Do you plan to continue service?

Answers to the first question, regarding the contribution of PBSL to speech topics, fell into four areas: "gave me a basis for my speeches" (12); "you can't do four speeches on the same topic" (2); "Gave me new insight and empathy and proved that the solution was not easy" (9); and "didn't contribute much" (6).

With respect to the extent participation met expectations, students responded:

I got a lot out of helping kids with homework.	5
I really enjoyed it.	3
A lot better than I expected	4
I was disappointed in the loss of interaction with people I worked for and helped.	1
I wish I made more of a contribution.	1

In response to inquiry about what students had learned about themselves, they answered:

It is very important to be a part of your community by putting in time and effort.	1
I really enjoy working with children who are less fortunate than myself.	1
I learned to interact well with people I'm working with.	1
Experience with other people helped me grow emotionally spiritually, and mentally.	1
In learned to work with kids	4
I learned a lot about my comfort level.	1
I should be more appreciative of what I have.	1
I've learned a lot about how the HIV virus affects people & how it really is ALL around us. It was a very eye opening experience	1
I am capable of making a difference in the daily lives of others.	1
In giving, we always receive more than what is expected, i.e. friendships, a new perspective, self-awareness	2
I learned about what kids with a disorder go through.	1
I learned a lot about teaching	4
I love being outdoors, cleaning up, manual labor, and getting messy to get my mind off everyday problems that aren't that important.	1
I 've learned many people do not take responsibility for their own actions	2
It's hard to give up that much time right now; I feel selfish	1

Students offered a number of comments when asked for suggestions for improving the service-learning component of the course.

I think it is good just the way it is.	6
Frustrating to be required to do service when other classes aren't. Specify in the catalogue that the course requires community service.	2
Whole class take on one project, so we can see the impact together.	2
Don't set minimum/maximum hours	2
Have only one speech on service at the end of the semester	1
Don't do all speeches on the same topic	1
Have it more structured	1
Warn students about picking a volunteer site; pick a place you'd really enjoy working at	2
Have more variety of sites to chose from.	2

Twenty six students said they planned to continue service. No one said they would not. Seven students left the question unanswered.

Before discussing these assessments, we should address the quality of teaching in the PBSL courses. Students were asked the extent to which the instructor demonstrated the following behaviors: challenged students, offered encouragement, demonstrated concern, involved students and promoted discussion, demonstrated knowledge of the subject matter and organized content clearly. The following tables show the means and modes for the two sections. Five indicated strong agreement; one indicated strong disagreement.

CST 107 d

	Challenged students	Demonstrated concern	offered encour-agement	involved students and promoted discussion	demonstrated knowledge of subject matter	organized content clearly
N	17	17	17	17	17	17
Mean	4.2353	4.4118	4.2941	4.2353	4.7647	3.5882
Mode	5.00	5.00	5.00	5.00	5.00	4.00

CST 107 j

	challenged students	Demonstrated concern	offered encour-agement	involved students and promoted discussion	demonstrated knowledge of subject matter	organized content clearly
N	19	19	19	19	19	19
Mean	4.3684	4.2105	4.3158	4.6842	4.5263	3.894
Mode	5.00	5.00	5.00	5.00	5.00	4.00

Discussion

The primary goal of the course was to teach public speaking and this was accomplished, as demonstrated by the open-ended questions as well as speeches. We were able to accomplish this goal while adding to the course a service-based learning component guided by the National Service-Learning Cooperative's Eleven Essential Elements of Effective Service Learning. Although student attitudes did not change significantly over the semester, students all students involved said they planned to continue their involvement in service projects.

We will now turn to some changes that could be made that might enhance the effect on student attitudes. First we will discuss elements of problem-based learning, next effective service-learning, third class assignments, and finally, students' responses.

Problem-based learning requires good problems that are open-ended, connected to previously learned knowledge, involving controversial issues that elicit diverse opinions. I believe the eight problems met these criteria, but review by an expert would be the first step in re-doing this course. Typically, problem-based learning "requires the assistance of a faculty tutor whose function is to coach the group and help students identify knowledge needed to resolve the problem" (Gijselaers, 1996, p. 17). Since this was my

first time through, and since I had no mentor observing my skill, I cannot gauge the extent to which I fulfilled this role adequately. The teaching evaluations rated "involved students and promoted discussion" highly, with a mode in both classes of 5.00, the mean in one 4.2 and in the other 4.7. Clearly, discussion was employed, but what is not clear is how adequately the discussion about problems was facilitated.

At the start of the course students seemed intrigued, albeit a bit confused, about the fit among the overarching problem, their service site, and their speeches. I believe this confusion is reflected in the teaching evaluations by the lower score students assigned to "organized content clearly."

By the third speech many students were stymied by the challenge of finding additional speech topics in the same area of their problem. This was reflected in the six responses in which students declared that the problem did not contribute much to their speech topics. In some instances, I allowed students to choose persuasive topics unrelated to their problem. For the last speech, however, students did form panels and address their problem collaboratively.

Service-learning presented many challenges. First, as some of the students suggested, they felt a sense of unfairness, inasmuch as their section of public speaking had a service requirement that other sections did not. Indeed, I lost several students at the start of the class when this was discovered. In effective service-learning, assessment is used to document and evaluate. I believe the variety of essays, speeches, small group discussions, classroom assessment techniques (CAT) that were spread throughout the semester achieved this goal.

Regarding the service sites themselves, we encountered a variety of obstacles.

First, despite the lead-time that I provided in the syllabus, many students were extremely delayed in getting into their service sites. Cluster III maintains that "effective service-learning seeks to maximize student voice in selecting, designing and implementing the service project." This was not achieved in the PBSL class. Despite consultation with volunteer services about the kind of sites that would be appropriate, some students ended up volunteering at places that offered little significance for themselves. For example, volunteering at Ronald McDonald House had the potential to be a worthwhile site. Cleaning bathrooms, however, did not provide an experience that the students valued. While this may have been a need of that particular community, it was not a good match for the purposes of this course where service was thought to provide another way of knowing outside of scholarly articles about the situations of community partners.

Several students commented that they struggled with keeping in mind the relationships among the larger problem, the reflections from their specific service sites, and the public speaking and critical thinking content. Although I wove back and forth among these levels, they needed to be sewn together more seamlessly. Freshman students took this class at the very start of their academic careers. Students were adjusting to being away from home, to new roommates, to new freedoms and/or limitations. Perhaps offering this class second semester would alleviate some of the complexity for new students. It should be noted that the September 11th tragedy occurred during the time this course was taught.

With respect to the "learning" aspect of the course, the written task during assessment provided a crude measure of learning. Using the videotapes that students made with each of their speeches and analyzing a sample of beginning and ending

speeches would provide a better gauge. Impressionistically, I did not think these students performed much differently than the average class.

Taken together, the combination of problem-based service-learning is worth trying again. If so, the course should be flagged as a service course, so that students sign-up knowingly. Working harder at the tutorial aspects of the course would be emphasized more. Reinforcing the threads that tie the various aspects of the course together would be the final area in which I would add emphasis.

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Appendix A: Sample Problem

Education Problem

You do some tutoring at a homework club in a nearby school. One day, one of your kids comes to school with the imprint of a hand on his face. Suspecting child abuse, you mention it to the director of the program. Next time you come to tutor, the kid doesn't show up. Your supervisor gives you some background and tells you this wasn't the first time the boy had come to their attention. He was going into a different foster care home.

'Different?" you ask surprised.

"Yes, unfortunately this was a foster care situation.

"So this kid was removed from his biological family and moved into a violent foster care situation? "

"His case worker didn't know at the time that one of the parents used corporal punishment. We don't do anything if there is just a little spanking now and then."

"Why not?" you want to know.

"Well, foster placements are not easy to make, and we don't think the effects of spanking practiced by nonabusive parents is the same as severe physical punishment and abuse. In fact, you probably know that there are some states that rely on physical discipline to crackdown on student misbehavior. Legislation in Congress might expand the practice by giving teachers and principals protection from liability for disciplinary actions. Of course, this does go in the opposite direction of most of the rest of the world."

You are somewhat surprised by the lax attitude towards physical punishment. "Do you know anything about his biological family," you ask.

"His mom was an abused teenager herself when she had him. She had run away from home and eventually got pregnant. The man she ended up living with was a child pornographer. She wanted to leave him, but was afraid.

You thought to yourself that foster care ought to be a solution, but you see now that it doesn't work in all cases.

The next time you tutor you are really shocked. The fourth-grade girl you are tutoring gets into an argument with another girl. She starts swearing at the girl and physically goes after her. You are totally naïve about how to intervene in this bullying. You decide to try and separate them, but when you do, the girl turns on you and starts screaming at you in language you've seldom, if ever, heard. You are completely at a loss at how to handle the situation.

When you talk to the supervisor, she tells you that this girl's family is living in a homeless shelter. She was at four different schools last year.

On a third visit, a new kid arrives. You ask him what homework he has and he jumps out of his chair and runs over to sharpen his pencil. On the way back to his chair, he pinches one of the other kids, who turns around and hits him. The first kid just laughs and comes back to you. You start to go over his work with him, but he doesn't seem to be listening. He runs over to the window to see what's going on outside. He comes back and demands to know when snack is.
You do everything you can think of to get him to focus on his work, but he just seems incapable.

When you ask your supervisor about him, she says, "Oh, he has attention deficit hyperactive disorder."

"Is he taking any medication for it?"

"I don't know. We have a policy of not mentioning medication to parents. We just try to do the best we can.

You are mystified. The government has a huge push to improve test scores. All of these other problems affect test scores. Some kids don't have a regular home to go to; some have no anger management skills; some are hyperactive; and the supervisor is clueless on what strategies can help.

Feeling a little overwhelmed, you share your experiences with a friend who is tutoring folks for whom English is a second language. She explains that on top of many of the same problems you've described, people she is working with come from a different culture. Girls are not valued as highly. Spousal abuse is not illegal. Some of the people are undocumented workers. When kids are sick, they can't even get medical help unless it is a dire emergency. Living conditions are often overcrowded. Still, many take great joy in family and display immense loyalty.

Resolved not to get discouraged, you decide to convene a group to study the relevant factors contributing to the behavior you've seen while tutoring. You hope the group will be able to put together a workshop to train subsequent volunteers.

What do you know?
What do you need to know?
How do you find out?

Appendix B:

Exercises for Critical Thinking

1. Access President Bush's speech on Stem Cell Research.

http://www.whitehouse.gov/news/releases/2001/08/20010809-2.html

Using Lukas pp. 16-21, describe how the situation in which the speech occurred affected the communication process . What evidence can you find that the president considered the frame of reference of the listeners. What barriers do you think the speaker was trying to overcome ? Be sure to define underlined terms.

2. Pick 3 ideas from M & M chapter 1 that you would like to hear classmates respond to. Write your own response to the ideas you've picked and pose a question for your classmates to answer orally.

3. How might cultivating critical thinking skills (M & M) be helpful in speaking about issues related to your service learning site?

4. L: Ch. 2 The issue of insulting and abusive speech—especially slurs directed against people on the basis of race, religion, gender or sexual orientation—is extremely controversial. Do you believe society should punish such speech with criminal penalties? To what degree are colleges and universities justified in trying to discipline students who engage in such speech? Do you feel it is proper to place any boundaries on free expression in order to prohibit insulting and abusive speech? Why or why not? Check out the ACLU position on this topic
and comment on the merits and shortcomings of their point of view.
http://www.aclu.org/library/pbp16.html

5. What ethical issues might you confront in your service learning site?

6. L: Chapter 3; M & M 2:
The Lucas text and the Makau and Marty text approach listening very differently. Summarize the differences in their approaches. What can you take from the Lukas text that will help you to listen so that you can appreciate the merits of others' points of view; what can you take from the Makau and Marty text? How can you use each of these approaches in school, at your service learning site, and in interpersonal relationships?

M & M 3:

7. On pp.101-105 of M & M, Dr. Remen distinguishes among four forms of community participation. How do the four different approaches apply to your service learning setting? To what extent is it possible in your situation to approach a "true service relationship" as set in your text? What obstacles are there?

8. One way of understanding "standpoints" is to identify the various communities to which one belongs, i.e. to employ critical self-reflexivity (M & M, p.257). Pick from

the following list to describe the communities you belong to. Add others as needed. Geographical identification, recreational interests, religious identification, academic interests, social interests, racial grouping, gender, economic class political identification. What values does identification with these various communities raise? How does membership in these various communities affect your behavior? Your language? Your receptivity to various messages?

9. Pick an individual from your service learning experience. Give the person a pseudonym. Describe as well as you can the communities the person belongs to, the values, effects on behavior, language and receptivity to messages. Can you describe an instance in which you were able to bridge the gap between your standpoints?

10. Find 2 passionate appeal internet essays (about 2 pages in length or newspaper editorials that reflect conflicting perspectives on issues related to your service-learning site. Printout both essays. Summarize the thesis and major arguments used in each piece.

12. Analyze the arguments used in each essay and flaws in those arguments.

Appendix C: Objectives and Means of Assessment for CST 107

The student should be able to demonstrate the theory related to each of the following skills:

Objectives:	**Assessment**
1. Choose and narrow a **topic** appropriate for the audience and the occasion.	Typed goal sheets
2. Select the appropriate **content** given the exercises audience the topic and the occasion • Illustrate a well-researched topic that employs a variety of and sufficiently interesting examples and/or evidence that engages the audience.	Typed outlines, Speeches
3. Employ an **organizational pattern** to develop the speech appropriate to the topic, audience, • Articulate a clear sequence of ideas • Employ an organizational pattern suitable for the message's purpose • Use the introduction to arouse interest, identify thesis, and preview topic organization • Conclude by reviewing main ideas and Reinforcing thesis for impact.	Typed outlines and written exercises speeches.
4. Employ **language** appropriate for the topic, audience and occasion	Speeches, exercises
5. Demonstrate effective delivery • Employ vocal variety of conversation • Demonstrate gestures, facial expressions, eye contact, bodily movement and dress that enhances credibility. • Uses vocal transitions that provide a smooth flow and move the listener from one major point to another.	Speeches
6. Adopts appropriate media for the topic, audience and occasion	Speeches
7. Engage in critical listening and thinking	Speech critiques, exercises
8. Demonstrate ethics in public speaking	Speeches, exercises

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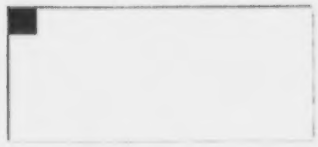

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